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SENATE BILL 185

47TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2005

INTRODUCED BY

Cynthia Nava

AN ACT

RELATING TO PUBLIC SCHOOLS; ALLOWING EACH SCHOOL DISTRICT TO  
DETERMINE THE NUMBER OF ITS GIFTED EDUCATION PROGRAM ADVISORY  
COMMITTEES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

Section 1. Section 22-13-6.1 NMSA 1978 (being Laws 1994,  
Chapter 25, Section 2) is amended to read:

"22-13-6.1. GIFTED CHILDREN-- DETERMINATION. --

A. The [~~state board~~] department shall adopt  
standards pertaining to the determination of who is a gifted  
child and shall publish those standards as part of the  
educational standards for New Mexico schools.

B. In adopting standards to determine who is a  
gifted child, the [~~state board~~] department shall provide for  
the evaluation of selected school-age children by

underscored material = new  
[bracketed material] = delete

1 multidisciplinary teams [~~of individuals~~] from each child's  
2 [~~local~~] school district. That team shall be vested with the  
3 authority to designate a child as gifted. The team shall  
4 consider information regarding a child's cultural and  
5 linguistic background and socioeconomic background in the  
6 identification, referral and evaluation process. The team also  
7 shall consider any disabling condition in the identification,  
8 referral and evaluation process.

9 C. Each school district offering a gifted education  
10 program shall create [~~an~~] one or more advisory [~~committee~~]  
11 committees of parents, community members, students and school  
12 staff members. The school district may create as many advisory  
13 committees as there are high schools in the district or may  
14 create a single districtwide advisory committee. The  
15 membership of each advisory committee shall reflect the  
16 cultural diversity of [~~that school's~~] the enrollment of the  
17 school district or the schools the committee advises. The  
18 advisory committee shall regularly review the goals and  
19 priorities of the gifted program, including the operational  
20 plans for student identification, evaluation, placement and  
21 service delivery and shall demonstrate support for the gifted  
22 program.

23 D. In determining whether a child is gifted, the  
24 multidisciplinary team shall consider diagnostic or other  
25 evidence of the child's:

underscored material = new  
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- (1) creativity or divergent-thinking ability;  
(2) critical-thinking or problem-solving  
ability;  
(3) intelligence; and  
(4) achievement. "